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ABSTRACT

Many children and adolescents, in Boston and elsewhere, experience drastic incongruities between their home, school, and community environments. Arguing that after-school programs can help to unify these disparate worlds, thereby fostering a sense of continuity for youth and aiding their development as learners, this report shows how best to strengthen and support meaningful "bridging" between after-school programs and schools throughout Boston, as well as between after-school programs, families, and communities. The report begins with a discussion of the potential of after-school programs for connecting the multiple worlds of youth. Drawing upon a range of empirical data from focus groups, interviews, and literature reviews, the report illustrates effective bridging practices, focusing attention on three domains specifying the form bridging can take (interpersonal, curricular, and systematic) and four dimensions that articulate why and how programs bridge (program location, program learning philosophy, organizational capacity, and school climate). The report offers a new typology of bridging intensity to better conceptualize the major issues confronting practitioners, researchers, and policymakers: (1) self-contained; (2) associated; (3) coordinated; (4) integrated; and (5) unified. The report asserts that the most common challenges confronted by after-school programs in attempts to connect with schools can be traced to a lack of real and ongoing communication between programs and schools; a chronic shortage of resources, time, and organizational capacity; and a lack of well-targeted and sustained funding for initiatives that will help to truly bridge children's multiple worlds. A summary of effective bridging practices provides a list of "dos" and "dont's" for programs. The report proposes recommendations related to funding and policy choices to provide children with environments most conducive to their development, focusing on first order priorities to systematically strengthen bridging efforts and second order priorities for professionals working at the program level. Appended is a list of the individuals interviewed. (Contains 44 references.) (KB)

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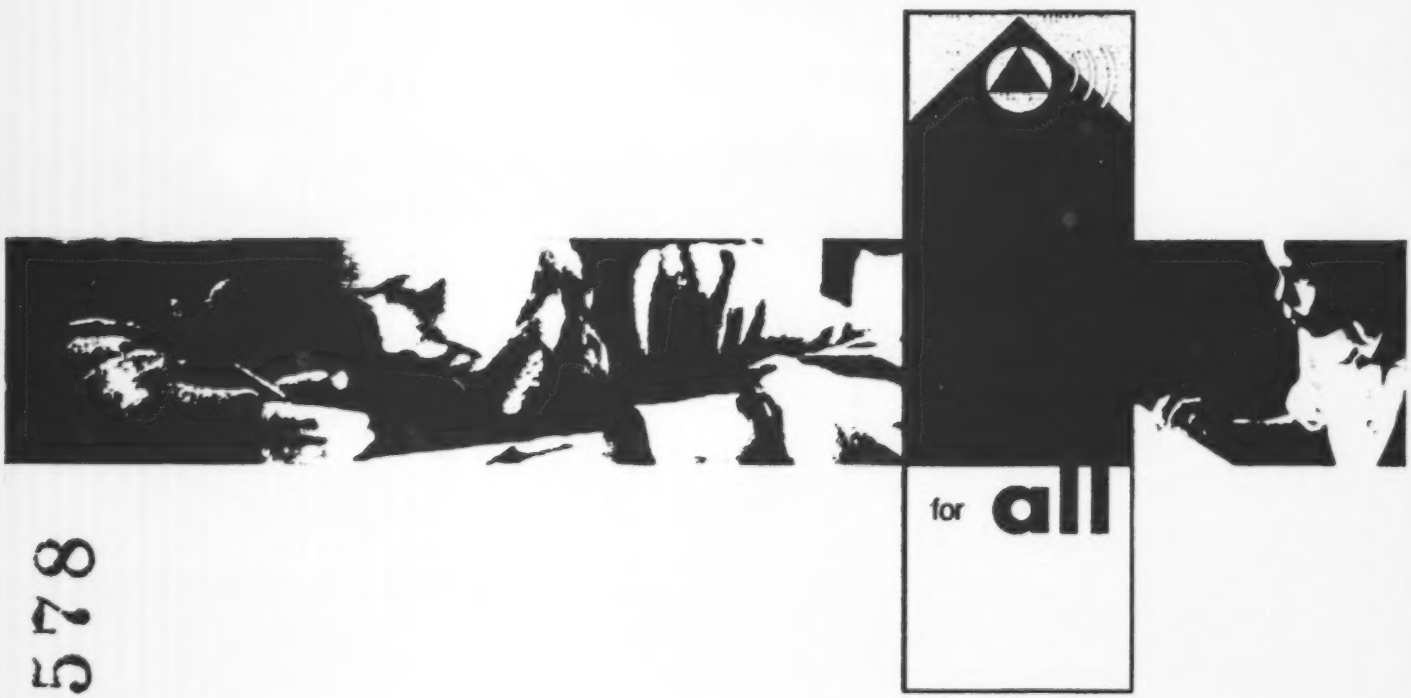
Program in Afterschool Education and Research (PAER), Harvard University



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A Report Commissioned by
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Learning to Bridge — Bridging to Learn:

A Model and Action Plan to Increase Engagement Between Schools and After-School Programs in Boston

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Executive Summary

This report, commissioned by Boston's After-School for All Partnership, is intended to clearly show how best to strengthen and support meaningful "bridging" between afterschool programs and schools throughout Boston, as well as between afterschool programs, families and community. We begin by discussing the important potential of afterschool programs for connecting the multiple, often fragmented worlds of children and adolescents. We then proceed to draw upon a broad range of empirical data to illustrate effective bridging practices. As an aid to conceptualizing this multi-sided issue, we set out a new typology of the different types of bridging intensity that we have observed and/or encountered in our research. We explore the most common challenges confronted by afterschool programs in their attempts to connect with schools. Finally, we offer a series of specific recommendations for funding and policy choices that will best support the goal of providing children with the environments most conducive to their development.

We begin with a "Why Bridging?" section that directly addresses the question of why Boston's afterschool programs should be concerned with bridging the gaps between school and afterschool. Our response is based upon the notion of afterschool programs as "intermediary spaces," produced by "vibrant collaborations between different institutions and forces such as schools, families, community-based organizations and cultural institutions and university programs." Many children and adolescents, in Boston and elsewhere, experience drastic incongruities between their home, school, and community environments. Afterschool programs can help to unify these disparate worlds, thereby fostering a sense of continuity for youth and aiding their development as learners. However, if they are to fulfill their promise of providing an intermediary space for learning and development, afterschool programs must not simply merge with schools. "Bridging" must preserve the important differences between school and afterschool.

What are the most effective bridging practices? In our "Effective Bridging" section, we focus our attention on three domains that specify the form bridging can take (Interpersonal, Curricular, and Systemic); four dimensions that articulate why and how programs bridge (program location, program philosophy of learning, organizational capacity of programs and schools, and school climate); and five types of bridging intensity that describe the close-

ness of the bridging relationship between schools and afterschool programs (Self-Contained, Associated, Coordinated, Integrated, and Unified). This section of the report has the pragmatic aim of helping educators and policy-makers to identify the nature and direction of their own efforts and to evaluate specific program goals within a well-defined spectrum of bridging possibilities. We draw upon a wide range of sources – including our own in-depth research and observation of afterschool programs in Boston, focus groups, interviews with program staff and leaders, and reviews of the growing literature in the field of afterschool education – to elaborate our new typology of bridging intensity. We believe that this typology will serve as an aid to conceptualizing some of the major issues confronting practitioners, researchers, and policy-makers. Our discussion concludes with a useful two-page summary of effective bridging practices, summing up the extensive research behind this report in a series of "dos" and "don'ts" to programs seeking to bridge (see page 30, 31).

In our "Challenges" section, we depict the obstacles and problems that typically frustrate afterschool programs in their efforts to connect productively to schools. Most of these barriers can be traced to the lack of real and ongoing communication between afterschool and school staff; a chronic shortage of resources, time, and organizational capacity; and a lack of well-targeted and sustained funding for initiatives that will help to truly bridge the multiple worlds of children.

In our "Recommendations" section, we focus on the need for a systemic strengthening of the bridging efforts of Boston's afterschool programs. To this end, we advocate a number of specific innovations as "first order" priorities, including:

- Creating a high-level task force bringing together representatives from key public and private organizations in order to devise a comprehensive bridging plan for Boston;
- Funding and training professional, full-time Afterschool Education Specialists (beginning with a pilot cohort of four ESs) to offer centralized support of afterschool learning programs;
- Establishing Afterschool Resource Clearinghouses to ease the demands made on programs and schools, and to further promote bridging across programs by acting as information-sharing centers;

- Small Innovation Grants to encourage innovative collaboration in bridging;
- Large Network Grants to facilitate large scale, systematic bridging and school site initiatives;
- Workshops for principals and representatives of community-based organizations;
- Targeting special grants for research and evaluation of afterschool bridging practices.

(See Table 2, on page 36.)

We also review "second order" priorities, and make a number of recommendations for professionals working at the program level. These recommendations derive from the previous discussion of "Effective Bridging Practices."

We conclude our report with the observation that afterschool staff must be professionalized and must receive salaries commensurate with the important work they do in order for them to truly help children and adolescents overcome the fragmentation of their multiple, often incongruous worlds. Afterschool programs must also end their typical isolation from one another by sharing lessons and resources. The primary source of the problems facing afterschool programs in their attempts to bridge with schools (and also with homes and communities) is infrastructural. These problems can best be overcome by more robust and well-targeted funding efforts and by a more aggressive exchange of ideas and research.

Introduction and Context

In the spring of 2002, Boston's After-School for All Partnership commissioned reports from a number of leading organizations aimed at improving the educational practices of afterschool programs in Boston. The Program in Afterschool Education and Research (PAER) at the Harvard Graduate School of Education (HGSE), in collaboration with the Developmental Psychology Program at McLean Hospital/Harvard Medical School, were invited to investigate how to strengthen bridging between schools and afterschools. The Partnership requested that we investigate not only the value of bridging, but especially how to strengthen and support bridging for a variety of types of programs. To accomplish this task, we drew upon our previous research, as well as an array of program observations, focus groups, interviews with programs, interviews with afterschool leaders, and reviews of research and theory in the field.

We developed frameworks in order to structure our findings and recommendations for bridging between afterschools and schools. We first developed a typology of bridging intensity for a white paper (Noam, Biancarosa, & Dechausay, 2002) and conference sponsored by PAER in February 2002. For that paper, we culled information from a variety of sources, conducting a brief literature review and extensive interviews with practitioners, researchers, and policy-makers, also drawing upon our own experiences with the Harvard After-School Initiative and bridging intervention programs under the auspices of RALLY, and GEAR UP. We also drew from our training initiatives with Project Zero, The After-School Corporation in New York City (TASC), and the Principals' Center at Harvard. In addition, we built on our experiences with the Mental Health Initiative of McLean Hospital, in collaboration with Mayor Menino's Boston 2:00-to-6:00 Afterschool Initiative, and the Boston Health Commission. For the current report, we have utilized conference participant feedback, conducted additional interviews, and reviewed a far more extensive array of research and theory publications in order to develop focused recommendations for Boston (see Appendix for complete list of those interviewed). This report seeks to answer the following research questions:

1. What are the specific roles and responsibilities of afterschool providers and school teachers and administrators in efforts to bridge school and afterschool programs?

2. What kinds of investments, in terms of time and resources, are necessary to strengthen the many connections between schools and afterschools?

3. What are the opportunities for strengthening partnerships between CBOs and schools even if the afterschool programs are operated in non-school sites (e.g. YMCAs, Boys and Girls Clubs)?

4. Because afterschool programs are often in close communication with parents and families, what role can afterschool programs play in bridging the gap between home and school?

5. What are the benefits of the "full-day/extended learning" approach where schools and CBOs are integrated into a full day school program?

6. How do you measure the impact of these partnerships on student achievement (e.g. through test scores or other student data)?

In the sections below we present our frameworks, review examples of types of bridging in which programs engage (citing their typical best practices), highlight challenges to bridging, and make recommendations targeted to Boston's afterschool situation. We present this report with the goal and hope that most of our recommendations are sufficiently pragmatic so they can be implemented not only in the long-term, but also without delay.

Implicit in the Partnership's commission of this report is the conviction that more bridging is better for programs and for the children they serve. We do wish to acknowledge, however, that very different approaches to learning in afterschool exist throughout Boston and the nation. Afterschool programs are sometimes viewed as an ideal setting to extend the school day and improve academic outcomes as measured by standardized tests. But there are also those in the field who believe that afterschool should remain separate from school and that combining them in any form is actually detrimental to children's well-being and counterproductive to the goal of instilling a lifelong love of learning. We position ourselves and this report between these two extremes. Our reading and interviews have shown us that the "center" we chose is inhabited by a growing number of professionals, families and youth. Although we believe that more bridging between schools and afterschools can be beneficial to both programs and children, we do not believe bridging means that programs must become school-based, nor that they must become school-like. In our view, bridging should seek to create continuity across

learning opportunities, achieve integration of different learning goals, and deepen children's exploration and skill acquisition, all the while respecting the fact that there exist many types of learning that should be protected across a diversity of learning environments. This view of learning in afterschool is very closely aligned with the results of recent studies of what youth themselves want out of afterschool programs (see especially the 2002 report by the Innovation by Design and Center for Teen Empowerment, Afterschool programs in Boston: What young people think and want). Bridging does not entail collapsing all types of learning and environments into each other. Nor does it mean that all afterschool activities should be educational. Rather, bridging is a collaborative engagement on the part of both school and afterschools, ideally including families, that can assume diverse organizational forms. We believe Boston's goal should be to increase collaborative engagement between schools and afterschools in bridging by increasing the sharing of communication and resources and assuring a deepening of knowledge and skills. However, such sharing is naturally constrained by many real-life factors. Our report seeks to define the constraints programs face in bridging, and we have made strenuous efforts to take those constraints into account in making our recommendations.

The Boston Context

The demographics of Boston are pertinent to this report and must be taken into consideration in any discussion of bridging. The city of Boston has a population of 589,141, 18.7% of whom live below the poverty line (US Census Bureau, 2000). Youth between the ages of 5 and 14 make up 11.2%, or 66,274, of this population. As Table 1 below shows, the homes of these youth represent a richness and diversity of races, ethnicities, and cultural origins. In fact, almost a full half of Boston's population is part of a "minority" group. Over a quarter of Boston's population has immigrated from other countries, half of those in the last decade. About a third of the Boston population speaks a language other than English in the home.

Table 1. *Sums and percentages of total residents (adults and children) in Boston by race, culture, origin, and first language (Source: US Census Bureau, 2000).*

CITY OF BOSTON		
	NUMBER	PERCENT
Race (n = 589,141)		
White	320,944	54.5%
Black	149,202	25.3%
Native American	2,365	0.4%
Asian	44,284	7.5%
Pacific Islander	366	0.1%
Other	46,102	7.8%
Hispanic Origin (n = 589,141)	85,089	14.4%
Foreign Born (n = 589,141)	151,836	25.8%
Entered between 1990 and March 2000	73,670	12.5%
Language Spoken at Home (n = 557,376)		
English	371,185	66.6%
Other than English	186,191	33.4%
Spanish	75,711	13.6%

Boston has approximately 234 afterschool programs serving elementary and middle school-aged youth (Boston School-Age Child Care Project, 2001). Of these, about 43% also serve youth over 13-years-old. Approximately 30% of the programs are based in schools, although many of these are sponsored by community-based organizations.

Why Bridging?

Boston afterschool programs can operate as true intermediaries, connecting children's diverse worlds in order to support learning. Afterschool programs act as 'intermediary spaces' (Noam, 2001) because they are "produced by vibrant collaborations between different institutions and forces such as schools, families, community-based organizations and cultural institutions and university programs" (Noam, Biancarosa, & Dechausay, in press). Because afterschool programs typically do not belong to any one constituency, they serve as a natural intermediary for children: "afterschool connects to academic work without serving as a school, takes on aspects of family life (such as comfort, security, recreation) without becoming a family, and instills community-consciousness in children without becoming a civic group" (e.g.,

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Noam et al., in press). To support children's academic learning requires not a simple introduction of school- goals and methods into the afterschool context, but rather an effort to connect children's divergent worlds so that their learning becomes more meaningful and relevant to them.

In moving from home to school, to afterschool to home, children traverse multiple worlds and typically each of these worlds has its own internal consistency (Noam, Pucci, & Foster, 1999, see also Aikenhead, 1996; Au, 1980; Erickson & Mohatt, 1982; Heath, 1982; McLaughlin, 1993). Phelan, Davidson, and Yu (1998, p. 7) explain that the term "worlds" applies in this context because it connotes the "cultural knowledge and behavior found within the boundaries of students' particular families, peer groups, and schools" and further "each world contains values and beliefs, expectations, actions, and emotional responses familiar to insiders."

When children's home and school worlds are congruous, development is facilitated and the need for translation between worlds is mitigated. Congruity between worlds is associated with enhanced literacy and academic development, whereas incongruity is associated with comparably worse literacy and academic development (Au, 1980; Au & Mason, 1981; Delpit, 1995; Grant & Sleeter, 1996; Heath, 1982; Moll & Diaz, 1993; Phelan, Davidson, & Yu, 1998; Snow, Burns, & Griffin, 1998; Spindler, 1997). Children of congruous home environments experience this advantage because home and school reinforce each other's lessons and messages. Expectations for behavior and verbal expression are therefore clearer and the objectives and content of lessons are also more meaningful.

When home and school cultures are incongruous, the norms of school can increasingly appear confusing, irrelevant, or even incompatible for many youth, thereby threatening their possibilities for learning and academic achievement. Among the challenges children from diverse home cultures face are the "separation of affective from cognitive functions" (Gordon, 1979, p.64) and the sense that they must choose between cultures and align themselves with one world over the other (e.g., Davidson, 1999; Delgado-Gaitan, 1987; Erickson, 1993; John, 1972; Moll & Diaz, 1993; Ogbu, 1987; Spindler, 1997). While current pedagogy suggests that school curricula should incorporate students' "home languages, life experiences, and community backgrounds" (Grant & Sleeter, 1996, p. 233), the simultaneous and

competing demand of standards-based reform for improved test performance can overwhelm the perceived value of such incorporation.

Incongruity between home and school cultures, however, does not necessarily doom a child to failure. Snow and colleagues (1991) found that a sense of partnership between school and home is associated with gains in literacy achievement, regardless of ethnicity, income, and children's incoming abilities. Epstein (2001; Epstein, Coates, Clark Salinas, Sanders, & Simon, 1997) offers a framework for understanding how the home and school worlds might connect:

1. Parenting – helping families support students by creating or enhancing educational opportunities for parents

2. Communicating – systematizing regular communication between home and school

3. Volunteering – organizing parent involvement in classrooms and the school more broadly

4. Learning at home – providing parents with information and guidelines for continuing school learning in the home

5. Decision making – including parents in school decisions at an organizational level

6. Collaborating with the community – providing parents with links to services and simultaneously embedding the school more deeply in the community.

While each of these types of links between homes and schools has its benefits, effective implementation requires an expensive full-service school model.

Many attempts to bridge directly from homes to schools tend to overlook or minimize the fact that minority parents often feel that their relationships with schools resemble a "confrontation" more than a collaboration over their children's education (Calabrese, 1990). Although Epstein emphasizes that bridging between schools and home needs to be consistent and promote cultural continuity, some cultural differences may be very difficult if not impossible to bridge. At the very least, direct home and school bridging would require systematic training and significant institutional changes in order to be possible (Calabrese, 1990; Erickson & Mohatt, 1982).

But the diverse home and school worlds of children might also be bridged in an alternative way: through afterschool programs. Afterschool programs inherently fall somewhere between the two worlds of home and school (whether those worlds are congruous or not). Indeed, John and Leacock argue that learning "can often take place better in the community" than in the school, precisely because the community offers more continuity with children's home lives (1979, p. 88). Afterschool programs can serve as a bridge between incongruous worlds, facilitating the transition between worlds and making choices between them seem less necessary. Moll and Diaz emphasize the role of afterschool and community-based settings as mediators, creating "strategic connections between schools and communities" (1993, p. 68), a position echoed by at least one program director we interviewed (M. Tempesta-Rios, personal communication, October18, 2001). McLaughlin also reports that community out-of-school programs see themselves as mediators or mediums and judge their own success "primarily in terms of helping youth to achieve 'balance' – sure footing and sense of purpose – in their communities as well as an ability to negotiate different roles in different places – to draw on an array of features to give them several identities, all of which are anchored in a secure sense of self" (1993, p.38).

In our own research on program development we have used the term "bridging adolescent worlds" to express the attempt to foster a sense of continuity for youth as they traverse their cultural contexts (Noam, Winner, Rhein, & Molad, 1996). Afterschool programs, because of their informality, allow for in-depth and flexible adult-child relationships, can invite families and community to participate in programming, and have the ability to connect with schools – thus, they have the potential to function as a central environment connecting the multiple worlds of children (Noam, 2001; Noam et al., 1999). Among Latino/a, Native American, and African American children a key school-home incongruity is the individualistic and teacher-centered nature of most schooling in America, which tends to clash with the qualities of group solidarity, interdependence, and collaboration valued by their cultures (Au, 1980; Davidson, 1999; Erickson & Mohatt, 1982). The small-group orientation of most afterschool programs makes learning endeavors more culturally relevant to such children. In fact, the simultaneous emphasis on relationships, fun, and learning found in so many afterschool programs is one of the key ways in which the programs can bridge school and home cultures (P. Noguera, personal communication).

This report focuses primarily upon how afterschool programs bridge to schools. We found a dearth of research on the mechanisms and effects of bridging afterschool programs to schools, but we have heard a great deal of apprehension in many of our interviews. We share the growing sense that it is possible to achieve deliberate and productive bridging without making afterschool learning a replica of the school day (e.g. Jehl, Blank, & McCloud, 2001; US Department of Education, 1998). Yet we also recognize that without empirical evidence in the form of quantitative analyses, qualitative investigations, or even compendia of best practices, the field of afterschool education will make only marginal progress. Some information is available regarding how children's academic achievement improves from enhanced connections between home and school (Comer, 1986; Comer & Haynes, 1999; Comer & Haynes, 1991; Simon, 2001), but there is currently almost a total lack of evidence regarding the effects of bridging between home and afterschool programs, particularly in regard to its effect on academic achievement. In order to research and promote bridging from afterschool programs to families, an additional report will be required, as well as support for productive research.

Effective Bridging Practices

In our initial efforts to understand bridging between schools and afterschool programs, we were struck by the lack of theoretical conceptualization on the topic. For that reason, we began our work by simultaneously collecting data and developing a productive typology of bridging using Max Weber's approach to "ideal typing." Our typology describes the intensity of bridging in programs and remains neutral to the question of what type of intensity is "best." As we collected data through interviews and program visits, we found we needed to add to this typology in order to describe how differences in the intensity of bridging arise. This understanding is crucial to elaborating the challenges to bridging and to making recommendations for improving bridging. We organized our observations into:

Three domains that specify the forms bridging can take

- Interpersonal
- Curricular
- Systemic

Four dimensions that articulate why and how programs bridge

- Program location
- Program philosophy of learning
- Organizational capacity of programs and schools
- School climate

Five types of bridging intensity that describe the closeness of the bridging relationship between schools and afterschools

- Self-Contained
- Associated
- Coordinated
- Integrated
- Unified.

Domains of Bridging

Programs typically bridge within three domains: Interpersonal, Curricular, and Systemic. Note that these domains are not mutually exclusive, but often co-occurring. The most common domain we found was Interpersonal bridging. Interpersonal bridging ranges from serendipitous meetings between school and afterschool staff to regular contact between school and afterschool

staff via telephone, email, and others means. Depending on what information is shared and how often, this level of bridging can have a positive impact on children socially, emotionally, and academically. The strength of the impact also depends upon whether the flow of information is reciprocal or one-way. In many of our interviews, afterschool staff complained about the difficulty of establishing contact with busy school personnel.

Figure 1. *Domains of bridging between school and afterschool programs.*

The second domain of bridging we found was Curricular bridging, which consists of attempted alignments between school and afterschool curricula. Curricular bridging focuses on supporting children academically. Curricular bridging can occur as a result of other levels of bridging, but can also occur quite separately. Specifically, a program could achieve alignment referring to state standards rather than through Interpersonal or Systemic connections to schools. Compared to Interpersonal bridging, the positive impact of Curricular bridging depends less upon reciprocity and much more upon clear articulation of goals and consistent development of curricula that engage and challenge children. We have devoted a full section to the curricular choices and links in schools and afterschool programs in our forthcoming book (Noam et al., in press)[2] and believe that a great deal of innovation will come from the national agenda led by the U.S. Department of Education and the Mott Foundation.

2 *The book also includes a section on homework practices in afterschool programs. Because of its direct connection to the school curriculum, homework can also be considered a curricular bridging practice (Noam et al., in press).*

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Systemic bridging is the third domain of bridging we found and involves formal collaboration between schools and afterschool programs. Systemic bridging entails sharing of governance, funding, transportation, and systems by both schools and afterschools. For example, institutional decision-making teams in both institutions might incorporate members from both institutions, insuring a certain level of collaboration. The meetings of such teams could range in their sphere of influence from the needs of individual children to future directions for the school and program. This level of bridging has the potential to impact children positively in many ways, but especially academically.

Why Programs Bridge

The variation in the amount and type of bridging afterschool programs implement with schools is inextricably linked to four factors: location, program philosophy, organizational capacity, and school climate. Location strongly influences bridging practices for obvious reasons. Programs that are located in schools have more opportunities for bridging than do programs in the community. School-based programs, even those that do not employ teachers, find it easier to access the curriculum, homework requirements, and general teaching styles of the school. Community-based programs and school-based programs that accept children from other schools must use more complex and labor-intensive means of communicating with school personnel. Even so, we found that a program's location did not solely determine either the amount or type of bridging. In particular, just because a program is school-based does not mean it necessarily bridges to any great degree. Instead, this variable interacted with the three others affecting bridging.

Program philosophy is the first of these additional variables. Afterschool programs vary considerably in their philosophies, especially in their philosophies of learning. While most stress informal contexts for learning, they differ in content and objectives. The subjects can range from content emphasized in school (e.g., reading, history, science, or math) to areas often minimally covered in school (e.g., art, drama, or music) to areas not typically covered before high school (e.g. sports, environmental education, or career exploration). In addition, regardless of subject(s), programs can vary in how well defined their goals for learning are, ranging from clearly defined goals for children's learning to vague intentions. Finally, the programs may seek to

reproduce, reinforce, supplement, or completely diverge from school goals. Even a program with explicit goals for academic learning may be conceived of as independent of school learning if its goals have no connection to school standards. Each of these aspects combines in forming a program's philosophy. Bridging is strongly affected by how closely the program leadership aligns its learning goals to school learning goals.

Organizational capacity of programs also impacts their bridging practices. Even a program that is located in a school and regards its learning goals as identical to the school's may not bridge very successfully if it lacks sufficient organizational capacity. Programs vary in the amounts of time and resources they can commit to bridging. Capacity for bridging is closely tied to the number of staff who focus on this job responsibility and in the amount of competing responsibilities they have.

Finally, school climate affects how programs bridge. Bridging practices vary depending on how program leaders and personnel perceive school quality and hence the desirability of bridging and on how receptive school leadership and teachers are to program overtures. Multi-site school-based programs may choose to bridge more with a school that is perceived as effective and welcoming and less with a school that is perceived as ineffective or unreceptive. School climate can have a particularly strong impact on bridging in community-based programs because they do not have the benefit of proximity that school-based programs have. In fact, location, program philosophy, organizational capacity, and school climate can separately or jointly enhance or constrain the amount and form bridging takes in individual programs. Any systematic approach of the Partnership has to take the domains and dimensions of bridging into considerations to effect system-wide change in Boston.

Bridging Typology

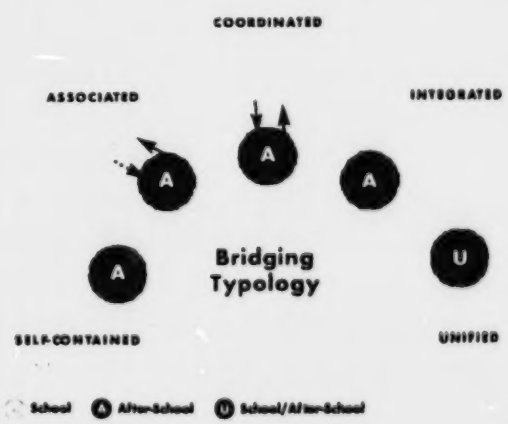
Considering both the domains and dimensions of bridging makes it possible to categorize programs according to the intensity of their relationships with schools. The following typology provides a scale of intensity from Self-Contained (programs and schools that do not interact interpersonally or organizationally) to Unified (programs and schools that have been brought together in a "private school" model such that there is no distinction between the two institutions). Between these poles we distinguished three other types – Associated, Coordinated, and Integrated – that represent a gradual increase

in bridging intensity from one pole to the other. As we illustrate our bridging typology with a few examples, many of the distinctions detailed above will also become clearer. We draw our examples from extensive research of and interviews with afterschool programs in Boston and Cambridge, Massachusetts, and across the country. The programs we have chosen to profile are not necessarily better or worse than other programs we spoke with or researched, but rather were chosen because they were particularly suited to distinctions we wished to elaborate for our readers. It is important to note that some of the profiled programs – including the YMCA, Boys and Girls Club, B.E.L.L. Foundation, and Citizen Schools – are one of multiple sites. In these cases, we can speak with authority only about the site we interviewed. We have found that multi-site programs can vary significantly in their bridging strategies and intensities from site to site based on the various factors that were discussed above, especially school climate.

Self-Contained Programs

Programs that make little or no attempt to collaborate with schools we describe as "Self-Contained." These programs usually have such a clearly defined mission that they perceive a stronger connection to schools to be potentially threatening, overwhelming, or simply unnecessary. As a result, the youth participants effectively constitute the only connection between school and afterschool. While some Self-Contained programs set aside a block of time for homework, students tend to be responsible for using the time productively and such work is not regarded as the true purpose of the program. The lack of bridging in these programs seems mainly the result of program philosophy rather than location or organizational capacity.

Figure 2. *The five types of bridging intensity between schools and after-school programs.*



Self-contained programs tend to fall into two categories: those with strong, self-designed academic curricula, and those with a predominating arts, sports, or expeditionary learning focus. Interestingly, we found several programs that aim to

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promote academic learning, yet do not seek a high degree of connection with the school. These programs can be understood as "second schools"– intensive academic programs of study, delivered in the afterschool hours to compensate for the school's failure to reach certain students. These programs generally view the school as dysfunctional or children as requiring more than the school curriculum offers, so they design their methods to directly counter the schools'. This view of the school explains why some of these programs do not reserve time for homework; others have such an ambitious curriculum that there simply is no time to spare.

We interviewed one such "second school" afterschool program located outside Massachusetts. The director described an openly hostile relationship with local schools, which he believed were intimidated by the success of his methods. This program did not include homework in its programming, or attempt to extend the school's curriculum. Instead, the children from poor, inner-city neighborhoods received a challenging, "classical" curriculum emphasizing literature, science, and second language instruction. This program, like many of its peers, gave its own homework and assignments.

The Steppingstone program is another "second school" program that runs programs in Boston and Philadelphia. Despite the location of the Boston-based program in a Boston public school, it is Steppingstone's philosophy that keeps bridging at a minimum. Steppingstone's philosophy is that its "focused, demanding, result-oriented" environment and curriculum propels children to achieve in a way that the standard school curriculum does not (Steppingstone Foundation, 2002). Its focus is for its scholars to apply to, to be accepted into, and to succeed at public "exam" schools and private schools. The fact that such schools demand more than simply meeting state standards means that the Steppingstone curriculum must go beyond the traditional school curriculum. The program is a rigorous one that requires a fourteen-month commitment from children, and its results are impressive, with 87% of the 2001 scholars getting into exam schools and 90% of the 1995 scholars entering college in 2001.

Themed programs in arts, sports, or expeditionary learning can also fall into this type because they often maintain minimal connections to the school around academic content. Many such programs do not consider promoting academic competencies to be a meaningful part of their mission but focus on developing talent in other areas that the school has de-prioritized in favor of

academic learning and test prep. A recent survey of Massachusetts parents revealed that 45% of children "almost never participate in music, arts, or dancing programs" (Massachusetts 2020, 2002). Statistics like this demonstrate the significant void that themed programs can fill, and the need for them to maintain the integrity of their mission.

While programs in this category usually possess a strong justification for staying separate from the school, that decision often generates tension. As children get older, they require more rather than less academic help. Many parents and teachers insist that a program that takes place during the hours when children and teens characteristically do homework has an inherent responsibility to provide support in completing it. Also, as funding streams for afterschool become increasingly tied to academic objectives, themed programs often feel "pushed into a corner." In general, Self-Contained programs may compromise their own effectiveness if they become so alienated from the school that they cannot exchange information with teachers and guidance counselors about the overall well-being of children they jointly serve. Even so, it is clear from research that a great deal of high quality learning that supplements the schools' curricula can take place in such programs if the program has well-articulated goals, a curriculum designed to meet those goals, and a staff capable of enacting that curriculum.

Associated Programs

We describe as "Associated" those programs that reserve a role for school engagement in their program mission but do not have a strong connection to schools. We found that a major reason for the lack of strong connection was that schools or afterschool programs have not been responsive to each other's attempts at outreach. The majority of programs we interviewed fell into this category. Community-based programs, in particular, often had this degree of bridging because of the added challenge that their locations presented to bridging efforts. At the same time, program philosophy and organizational capacity were also influential for both community- and school-based programs.

The specific technique(s) used to make contact with schools differed greatly from program to program, but tended to focus on Interpersonal bridging. One popular method of outreach was sending surveys or forms to children's teachers that asked for information about academic strengths and weaknesses.

Jenny Atkinson, Senior Director of Education and Arts for the Boys and Girls Clubs of America, described a form that she used as a staff person at a Club. It read: "This child has tutoring once per week. What areas should we focus on to make this time most effective?" (J. Atkinson, personal communication, August 1, 2001). While programs that use the same techniques might be regarded as having a higher intensity of bridging, what tended to distinguish the loose connection of Associated programs to schools was that they typically experienced a limited response-rate to surveys and other attempts at bridging.

Associated programs vary in the persistence with which they try to communicate with school personnel, according to the program's organizational capacity and philosophy. Programs that were more effective in this category achieved increased response rates by combining bridging methods. For example, a program staff person might follow up on written contact with informal contact in the form of the afterschool director introducing herself to the school principal(s) or engaging in some sort of outreach to teachers as well. Staff at the Oak Square YMCA, particularly the director of the school-age program, Terri Mulks, make an effort to have a presence in the schools by introducing themselves to teachers. They regularly send flyers and schedules to keep local schools abreast of events and activities at the program (T. Mulks, personal communication, October 15, 2001). As an example of another outreach technique, the B.E.L.L. Foundation, a school-based mentoring and academic enrichment program, invites teachers to a reception at the beginning of the school year (P. Ogletree, personal communication, October 10, 2001).

Our interviews with programs revealed that Associated programs were limited in the intensity of their bridging because the onus for bridging tended to fall entirely on the programs. Many schools do not have a dedicated staff person to serve as liaison with afterschool programs on a regular basis. Therefore, the responsibility to bridge falls on programs and on their staff convincing principals and teachers of the merit of collaborating with them.

Tim Garvin, Vice President and Executive Director of the Boston YMCA, brought up another root cause for the limited intensity in Associated programs: lack of time and resources (personal communication, May 21, 2002). In the community-based YMCA programs, program directors are responsible for bridging, and that responsibility competes with a multitude of other,

usually more pressing responsibilities that directly and immediately impact programs. When only one or two staff are responsible for bridging, and that responsibility represents only a small fraction of their responsibilities overall, bridging is destined to be limited. For instance, the Phillips Brooks House Association (PBHA), a student-run volunteer organization, runs a number of afterschool programs in Boston and Cambridge. At their Mission Hill site, one of their oldest and most successful sites, the 'Clientele Director' is the staff member responsible for bridging to both schools and families. As Varsha Ghosh, Director of PBHA programs, explained, this dual responsibility combined with the part-time and volunteer nature of the commitment – because the college student in this position inevitably has classes of her own to attend, which must take priority – inherently limits the amount of time a director can devote to bridging (personal communication, May 28, 2002).

In sum, although there was a basic familiarity between Associated programs and schools, this did not necessarily translate into regular or deep sharing of information. The low intensity of bridging found in these programs was mainly due to limitations associated with location or organizational capacity or a combination of the two.

Coordinated Programs

Programs that maintain consistent communication with schools we describe as Coordinated. The difference between a Coordinated and Associated program is primarily in organizational capacity. Both types share a program philosophy that considers engagement with schools to be an important factor in achieving learning goals. However, Coordinated programs go a step further by dedicating significant staff time – 50% or more, often at the director level – to create a connection with schools. The efforts of this person or person(s) on staff allow for more elaborated bridging strategies to be employed, generally including Interpersonal and Curricular links.

We found that there is no consensus yet on the title of the person who performs these duties. She may be called the Education Coordinator at one program and the School Liaison at another. Some programs do not specifically differentiate a position, but incorporate a significant amount of school contact or oversight of the educational component of a program into a staff member's existing role. In general, these individuals are making regular contact with schools, have a broad understanding of the benchmarks students in

their program will have to achieve, and supervise direct-service staff in tutoring and programming to meet these educational needs.

The Jackson Mann Community Center After-School program (JMCC), located in the Allston neighborhood of Boston, is an example of successful Interpersonal and Curricular bridging effected by an Education Coordinator. The Education Coordinator of the school-based program is a regular face in the school. With the approval of the principal, she is able to greet teachers informally as she walks through the halls or picks up children at the end of the day. She distributes a brief survey to teachers at the beginning of the year requesting information about the strengths and weaknesses of children in her program, then follows up with teachers in person to ensure they are filled out and returned. Due to her relationship with teachers, the return rate is as high as 90%. The Education Coordinator uses this data on individual children to guide the work of college volunteer tutors whom she supervises, and to inform her decisions when purchasing games and educational supplements for the program. She also has access to the children's grades and uses that as another informational and evaluative tool.

It should be noted that this type of intensity also applies to programs that make use of a curriculum that is strongly aligned with school-related benchmarks. We have seen programs that are Coordinated in spite of the fact that they do very little Interpersonal bridging with school personnel. This may be because the program is located in the community, serves children from different schools, operates multiple sites, or simply does not have the organizational capacity to support liaison activities. Instead, these programs have chosen to bridge Curricularly, by implementing a package or self-designed curriculum that is both suited to the afterschool context and is standards-based.

Citizen Schools, creative afterschool programs with headquarters in Boston, has two Curricular approaches to bridging. One is an innovative apprenticeship model that brings together disadvantaged middle school youth and local professionals to complete a project. Past apprenticeships have ranged from performing a mock trial at a city courthouse facilitated by lawyers and a real judge to creating a cookbook with a chef. Academic competencies are taught as they relate to completing the project. Additionally, Citizen Schools implements a literacy curriculum at all thirteen Boston sites, called the Writing and Data Project, which is aligned with Boston Public School standards.

These projects require students to do research, analyze and write about it, and present their conclusions. For example, one group of students from Citizen Schools at the Irving School explored their values and where they come from in a project called "In Your Hands." The students worked on their narrative writing skills, a sixth grade standard in Massachusetts, by writing personal essays and publishing them in a book.

A common challenge Coordinated programs face is that, while there exists a fairly intense desire to support the school curriculum, the two institutions of afterschool and school are still very separate. They interface through the designated liaison or a part of the afterschool curriculum that is aligned with state standards. Nonetheless, the majority of the staff at the program is uninvolved directly with bridging efforts. This is not necessarily a disadvantage because it does free most staff from the considerable effort required to work with schools; at the same time, it will affect the degree to which all members of the staff can fully reinforce or complement school day learning.

Integrated Programs

Programs that engage in a systemic or institutional relationship with schools we describe as Integrated. At this intensity of bridging, both the program and the school have identified the other as an important partner in achieving their goals around learning and other aspects of development. Additionally, the afterschool program develops an organizational structure that will allow it to devote staff time and resources to Interpersonal, Curricular, and Systemic bridging with reciprocal investments on the side of the school. The afterschool program and school share space, staff, and procedures. Clear curricular continuities exist. An afterschool director may obtain a grant for equipment, say, computers, that directly benefits the day program or the two institutions may apply for grants collaboratively. Administrative structures support shared goal-setting and the easy flow of information back and forth. Two important indicators that a program is Integrated are that the afterschool director is a part of the school leadership team and that school personnel are on the program's advisory board. Certainly, not every Integrated program will exemplify each of these traits. We identify programs as this intensity type because they have deep structures that support bridging that are Systemic and fairly permanent.

A program called RALLY, developed by faculty at the Harvard Graduate School of Education, exemplifies the Integrated bridging type. RALLY, which stands for Responsive Advocacy for Life and Learning in Youth, is an in-school/afterschool academic and mental health intervention at the Taft Middle School in Allston-Brighton, Grover Cleveland Middle School in Dorchester, and (beginning September 2002) the Curley Middle School in Jamaica Plain. The program has developed a new professional role called "prevention practitioners." These practitioners are youth development specialists who bring together knowledge of education, community development, and mental health practices. Practitioners work in classrooms during the school day, two days per week, providing academic and behavioral support to the whole class, and extra services to children identified as particularly at risk. The practitioners run discussion groups with kids and work with parents to locate clinicians or other social services when needed. These supports extend into the non-school hours because practitioners staff their own on-site RALLY afterschool program for students they work with during the day, which carries over the focus on academic and mental health resiliency but with different methods. Teachers also participate in the afterschool program. While the classroom and afterschool programs require close collaboration between teachers and prevention practitioners, incorporating RALLY into the school has necessitated collaboration at the management level. RALLY is a part of the school support and leadership teams. This Integrated approach provides continuities for the "whole" child and yields benefits for learning.

The Transition to Success Project, which consisted of four elementary and two middle school sites during its pilot phase, is another Boston program that exemplifies this level of bridging. In-depth collaboration between schools, afterschool programs, and community organizations produced institutional connections aimed at improving the achievement of academically at-risk students. This dynamic model was administered at the site-level by full-time coordinators. While some of the pilots had yet to read the level of integration that coordinators believed was necessary to support students by the end of the pilot (Davis & Farbman, 2002), the model is a promising one. An evaluation of the Transition Project is set to be released in the fall or winter of 2002.

Full-service schools such as Children's Aid Society Community Schools, or locally, Boston Excels and the Gardner Elementary School in Allston provide other models of the Integrated bridging type. Boston Excels runs several schools in Boston (Boston Children's Institute, 2000). These "full-service," or community, schools offer on-site a wide array of social services – such as tutoring, afterschool programming, counseling, family literacy, adult education, etc. – not only for children but for their families as well. The Gardner is a Community Learning Center that has developed partnerships with the YMCA and Boston College. The principal considers the afterschool program to be a vital part of the whole school, and aspires to have every student enrolled in it. The afterschool program provides children with a wide range of opportunities from homework help to painting and karate. Since the adoption of this community school approach, evaluations show the approach is having a positive impact and have shown one of the highest rates of improvement in the state (Davis & Farbman, 2002).

Unified programs

Unified programs are almost indistinguishable from school because they are on-site and are part of a truly extended school day. The extended day in this intensity of bridging does not mean that school has wholly infiltrated afterschool. Instead, the day incorporates the best of both worlds and weaves them together seamlessly.

We did not discover any programs in Boston that truly fit this description. Although some private schools organize their school day in this manner, we focused our report on public education. Public schools, such as the Lucy Stone Elementary School, aspire to the Unified type of bridging, but are still in the process of achieving their vision. Despite the fact that this type of bridging has not yet been realized in public schools, the support for the potential of such programs is strong. Rick Weissbourd, Co-founder of ReadBoston, maintained that the Unified bridging type would allow schools to provide a schedule that reflected the "natural rhythms of children" at different ages (personal communication, June 24, 2002). Tim Knowles, Deputy Superintendent of the Boston School Department, has also suggested a need for creating model schools that fully integrate school and afterschool practices for the entire educational experience of children. De Kanter, Huff, and Chung (2002) contend that such a model would enable schools to address subjects that have been increasingly viewed as supplemental or peripheral to school's academic goals.

According to some educators, Japan serves as a good example of what this model might look like if fully realized, since in Japan's educational system "Afterschool is [already] a fully recognized and distinct social space that exists within the school, and is the global mandate of 'education'" (Lisa Wahl, personal communication, September 18, 2002). As such, afterschools are fully funded, and integrate academic with youth development goals without sacrificing one to the other.

In essence, the thinkers who support this type of bridging intensity as both possible and desirable here in America contend that afterschool can not only supplement school learning, but also positively affect both the spirit and content of typical schooling. The intersection and integration of academic learning with youth development may thereby better meet the needs of every child. It remains to be seen, of course, whether this vision can be realized in America's public schools, whether it will be successful in cross-pollinating the purposes and methods of school and afterschool, and what practices in particular will prove most effective.

Summary of Bridging Typology

The typology we have provided describes the great diversity in means and ends of bridging between afterschool programs and schools. This discussion is important for schools, funders, and parents, but we see a particular relevance for afterschool providers as they can use the rubric to identify themselves within the spectrum and determine whether they are bridging in a way that is consonant with program goals, or whether they should seek to change categories. Each type has slightly different characteristics that were highlighted in the text, such as the difference in organizational capacity between Coordinated and Associated programs, or the increased institutional bridging among Integrated and Unified programs. Program directors should use these salient features as cues when thinking about how to move from one category to another (for further discussion, see Caplan & Calfee, 2000).

At the same time, our research did identify certain key "effective bridging practices" that cut across the types. They have been summarized in the caption below and connect directly to the proposals made in the Recommendations section of this report. All programs should look to strengthen these practices in ways that are appropriate to program goals.

Effective Bridging Practices

1. Conduct a Goals Assessment and Build Internal Capacity to Bridge, As Appropriate

The first step for any afterschool program in determining what methods and intensity of bridging are appropriate is to assess the goals of the program using a logic model approach. For each goal – such as improving reading by providing targeted tutoring, or reducing fights by developing students' conflict negotiation skills – directors and staff should ask themselves how much value would be added by fostering a stronger connection with schools around that goal. It should become clear at that point how much bridging with schools is required. This is also an opportunity to critically evaluate past strategies, seek out new approaches to bridging, and ensure that adequate program resources, especially in terms of staff time, are being devoted to it (see second order Recommendations for extended discussion).

2. Don't Underestimate the Power of Relationship-Building with School Personnel

Connecting interpersonally with school personnel is vital to facilitating partnership at any intensity level. Programs experiencing success within any of the bridging types stress the importance of this strategy. Simply establishing a first name basis with teachers by saying hello in the halls or at pick-up points can go a long way toward furthering bridging efforts. Many programs employ forms for teachers to communicate children's academic strengths and weaknesses, yet we found it is the programs where an interpersonal link had been established that had the best return rates. The effort to build relationships pays off in the success of more elaborate efforts, and thus afterschool staff should make conscious and unceasing efforts to connect with school personnel. Of course, it helps when the effort to bridge is bi-directional.

3. Complete the Feedback Loop

As an intermediary space between the school, the home, and the community, the afterschool is an excellent position to facilitate communication among these worlds. Communication should be bi-directional all around. Afterschool staff should not feel that the flow of information around, say, homework is strictly from the school to them (see Recommendations for extended discussion). When they have information to share about a child's performance or behavior, programs should strive to find a means of providing it. The same is true of information flow

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between afterschool providers and parents. Programs with greater organizational capacity can do this regularly through a regular "afterschool report card," while programs at a Self-Contained or Associated level may only initiate an exchange when a child is in crisis.

4. Consider Joint Funding Opportunities and Other Forms of Partnership

Cross-fertilization grants (see Recommendations for extended discussion), whether provided by the Partnership, the government, or other organizations offer an exciting opportunity for bridging. Grants that provide equipment and expertise that both schools and afterschools can use make a joint application for funding clearly beneficial for both parties. Community-based programs can entice collaboration with schools through an offer to share their own space for gym or arts activities. In general, grants that cultivate mutually beneficial dependencies between the institutions are highly valuable to all concerned.

5. Maximize Celebrations and Exhibitions

Programs should make the most of their exhibitions and intermediary status by inviting school personnel, community members, funders, and parents. Each of these constituencies can become greater allies of the program (and each other) when they are brought together and impressed by the level of learning and engagement displayed at these events.

6. Don't Lose Sight of After-School Specific Goals and Methods

Program providers (and funders) should remember that bridging is a tool for enriching the programming that is already in place; it should not be a goal that overwhelms staff or usurps the character and purpose of the program.

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Challenges

In almost every case, the programs we interviewed and observed wanted to connect to and communicate with the children's teachers. The most commonly cited barrier to such bridging was a misunderstanding or underestimation by teachers of the role of afterschool. Program's staff often noted that many teachers seem to regard afterschool programs as places of mere recreation, and one program director said that his attempts to confer with teachers about the children were met with great suspicion, as though he was "looking over their backs." Another program director believed that teachers consider afterschool staff to be unnecessary middlemen. Jenny Atkinson from Boys and Girls Clubs of America described having to challenge the teachers' perception of the Club as "gym and swim" (personal communication, August 1, 2001). Our interviews reveal that efforts at bridging are almost entirely one-sided, with the effort always starting with the program rather than the school, even in the instances of more intense bridging (Coordinated and Integrated). As increasing numbers of teachers are coming into contact with productive afterschool programs, these barriers are being overcome.

Many programs that seek to establish deep integration with the school day are developing innovative models toward that end. While progress is being made, it will be a long road to building real consensus, or even to achieving compromise between school and afterschool philosophies and goals. At a recent conference on afterschool sponsored by the Harvard University Kennedy School of Government, many participants were vocal in their disbelief that teachers and school administrators are either willing or able to develop new educational strategies appropriate in the afterschool context. Since the 21st Century Community Learning Center grants no longer require application through a school system, we may soon see marked shifts in goal-setting, governance, perception, and control of afterschool, setting a course away from reliance on the methods and goals of the school day. Even so, the 21st Century grants also place academic test score outcomes at the center of funding and refunding decisions, explicitly tying school-related goals to afterschool endeavors.

Not all obstacles to bridging are ideological; there also exist significant practical barriers. Afterschool programs eager to establish connections with schools may lack the full-time staff needed to create those connections. For programs lacking full-time staff, few bridging options are available. The Boys & Girls

Club of Somerville, for example, serves 200 active members – children who come from seven different elementary schools and three middle schools – yet the Club employs only one full-time Program Staff, effectively precluding any meaningful Interpersonal bridging effort. Lack of time on the part of teachers is also cited often as a major barrier to establishing connections between teachers and program staff.

Of special note here is the issue of using school teachers as afterschool staff. Such a model has the built-in possibility of achieving Integrated bridging, often with less difficulty than is experienced by programs run by community-based organizations, whether they are in or outside of schools. However, such programs also face the risk of making school and afterschool indistinguishable from one another. If the school in question is innovative, and somehow achieves a strong level of learning, then such overlapping presents no problem. But if the school is struggling to meet productive levels of teaching and learning, the very qualities that underachieving and underserved youth find most alienating about school may find their way into afterschool: an authoritarian tone, a drill-and-kill approach, and a lack of stimulating options based on children's interests and choices. The regimented nature and controlling tone of some of our classrooms must be avoided in an afterschool context (and, of course, such practices should also be changed during the school day).

Furthermore, it may be too much to ask teachers to take on the job of a youth development worker when they already have a very demanding job. Successful afterschool work requires skills in conflict resolution, counseling, curriculum design, and developmental psychology. In order to assist children as they navigate through domains of school, home, and community, after-school practitioners need a familiarity with academic curriculum, an understanding of the cultural milieu, and a significant store of local knowledge, or what one program administrator refers to as a "Ph.D. in the Streets" (Roberto Colon, cited in McLaughlin, Irby, & Langman, 1994, p. 133). Practitioners face the challenge of negotiating delicate relationships with youth in settings that provide less support and structure than schools, and "knowledge of what youth go through in the networks and neighborhoods in which they live" is an invaluable tool in this endeavor (McLaughlin et al., 1994, p. 133). Thus, the ability to traverse multiple worlds is not only something that programs help children to do, but also something that the staff at the program must practice themselves.

Still, even among the Associated programs whose efforts were often the most frustrated, bridging was regarded as crucial. As one director noted, "we are the mediums" (M. Tempesta-Rios, personal communication, October 18, 2001). Helping teachers and school administrators recognize the crucial role programs play, both in supporting school aims and in connecting to families in ways not available to schools, is a critical challenge to the successful linking of schools and afterschools. Until administrators endorse programs as legitimate partners in supporting children academically and socially, true collaborative bridging cannot exist. The lack of endorsement from administrators and teachers can stymie bridging at every level.

A final challenge programs consistently face is a lack of resources, or organizational capacity. Programs often do not have the capacity to hire staff members to oversee educational initiatives and bridging with schools. This job typically falls to the program director, who must juggle competing and inevitably more pressing demands to keep the program afloat. Additionally resources as simple as copies of students' school-day textbooks or educational materials such as games, activity books, or curriculum kits are inaccessible. Furthermore, programs specifically mentioned their inability to pay competitive salaries as a major roadblock to offering better bridging and educational support because, as one director put it, "you get what you pay for". This issue becomes especially important as school learning content becomes increasingly challenging, even for adults.

Recommendations

Our recommendations offer specific ways of addressing bridging schools and afterschools to support learning at a systems level. We do not discount the innumerable ways that program staff can connect with teachers and principals on an interpersonal level or to develop ad-hoc curricular connections. Indeed, many of the practitioners we interviewed in Associated, Coordinated, and Integrated programs described the "small things" – saying hello in the hallways or at pick-up points, or initiating written communication through a survey or letter – as being essential to the bridging process. Nonetheless, our recommendations primarily focus on the larger information-dissemination, training, and funding systems. Note that we are not suggesting that bridging schools and afterschools is more important or should be done in exclusion of reaching out to parents and the community. On the contrary, it is our vision that afterschools can serve as the place where the multiple worlds that children inhabit meet in a non-competitive way that supports their growth as full human beings. We present our recommendations by grouping them in first and second order priority. We further summarize and present funding information for the first order recommendations in Table 2 below.

In general, the Partnership should consider the bridging typology when making funding decisions. Furthermore, there is a key connection between a program's bridging success and the program philosophy and organizational capacity. It may not be necessary or feasible for every program to have a staff member dedicated to bridging, but when such a person does not exist it will be important to see how realistically and efficiently liaison duties are dispersed among other members of the staff.

Table 2. *First order recommendations to Boston's After-School for All Partnership for afterschool bridging with schools listing costs, agents, and time frames for implementation.*

	Cost per Unit	Units per year	Cost per year	Agent	Time Frame for Implementation	Anticipated Length of Commitment
Afterschool Education Specialists	$45,000 (including benefits per ES)	4	$180,000	Partnership/ City of Boston/BPS/ Universities	Within a year	Ongoing
Afterschool Resource Clearinghouses	$50,000 per center	4	$200,000	To be determined	Within a year	Ongoing
Small Innovation Grants	$3,000 - $15,000 per grant	Up to 10	$100,000	School/CBO	Immediate	3-5 years
Large Network Grants New Funding	$50,000 per grant	3	$150,000	Intermediary	Within 18 months	3-5 years
School Site Initiatives	$50,000 per afterschool	4	$200,000	Partnership	Continuing	
Workshops for Principals and CBOs	$35,000 per event	2	$70,000	Universities, Training Organizations	Immediate	3 years
Research and Evaluation	$150,000	N/A	$150,000	Universities, Research Companies	Immediate	3-5 years
Total Cost per Year			**$1,050,000**			

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First Order Recommendations

A High-Level Task Force

A critical aspect of bridging in Boston will be a systematic relationship between the Boston Public Schools and afterschool programs. We recommend that the Partnership create a task force on bridging with high-level representatives from BPS, the Mayor's office, and key organizations, as well as parent and student representatives to create a bridging plan. This plan should include the reduction of institutional barriers and the increase of an afterschool voice in the governance structure of schools. It should also address key issues to which our interviewees referred, including resources such as transportation for children and teachers' compensation. A comprehensive bridging plan for Boston would be extremely helpful to both the Boston Public School system and the afterschool field in Boston with the crucial caveat that it would maintain the idea that afterschool learning does not represent simply a continuation of the school day and that afterschool is more than an academic learning environment.

Family and Youth Voice

It is essential in any bridging plan to involve families and youth in the decision-making. These groups are knowledgeable about what kind of learning is most important and appropriate in afterschool settings. They are also an indispensable resource in recommending specific bridging practices. An important starting point for this work is the Barr Foundation funded report on youth and afterschool programs in Boston. Their perspectives revealed a great yearning for learning in league with deeper relationships with adults and peers than the school day typically offered them. A continued dialogue with youth across Boston on the topics of bridging and learning will be essential, especially in the context of advisory committees and in the creation of strong learning communities in afterschool programs.

Afterschool Education Specialists

The wide variety and increasing supply of programs makes it necessary to develop a systematic way for programs to bridge their curricula to school expectations and standards. One promising school practice some of our interviewees spoke of was the "parent liaison" that exists in many Boston schools. Although this person's job is nominally to connect parents and

schools, according to a number of our interviewees, this person can serve as a link between schools and programs. It is this link the Partnership should encourage. While the liaison job already requires the ability to bridge home and school worlds, to forge relationships with families, and to convey a "sense of what school is like" to outsiders (J. Caplan, personal communication, June 25, 2002), and thus seems a natural candidate for afterschool bridging efforts, we feel it is unlikely that every parent liaison would be able to maintain this dual role. Instead, we offer the idea of the Education Specialist (ES) as the ideal conduit for bridging schools and afterschools on all levels. This idea, which was first presented in our white paper entitled Learning Beyond School (Noam, Biancarosa, & Dechausay, 2002), generated a great deal of enthusiasm at the conference centered on that paper.

ESs would be based in the neighborhoods of Boston and would be knowledgeable about statewide standards and curriculum for each grade level, as well as have experience in progressive teaching methods. They would support programs' development of logic models for learning so that learning goals are articulated, connected to school-related competencies, and tied explicitly to enrichment activities. Because the need for training is nearly universal, ESs might also be able to offer neighborhood-based trainings, accommodating multiple programs. This would not only ease the curriculum planning and training burdens of programs, but also foster cross-program information and resource sharing. The centralized support of learning in clusters of programs necessitates that this be a full-time, professional position, compensated at approximately $45,000 per year. The ES salary might be paid through the Partnership and matched through collective grant writing among the programs as well as the Boston Public Schools. We recommend the creation of a pilot cohort of four ESs, who would receive joint training and work very closely with the school department and its many resources and afterschool training structure, without being BPS employees.

Eventually, the cluster-wide or community-based educational specialist serving many programs, should work hand-in-hand with educational coordinators and specialists who work directly in afterschool programs. Some of our interviewees recommended that one education specialist should serve between 50 and 100 children and youth. This would clearly be a costly arrangement, but ultimately no sustained learning focus in afterschool programs will be achieved without the creation of professionals who can create and manage such efforts. Thus we recommend in phase 1:

- Piloting of educational specialists on a neighborhood or cluster level
- Helping through the role of the ES to create educational coordination from within each program
- Collaborating closely with BPS, CBO's, families and youth

In phase 2 (beginning after a one to two year pilot phase)we recommend the creation of education specialist positions within programs, serving 50-100 children and youth. Additional funding will be necessary to create such an ambitious program. For that reason we have not specified costs at the present time.

The ES could take on some of the responsibility for Interpersonal and Systemic bridging between programs and schools in a region by being a knowledge and resource broker. In addition to aiding programs in training and curriculum development, an ES would be an ideal candidate for coordinating joint training and curriculum planning workshops for teachers and program personnel. Teachers could thus be encouraged to consider ways that their curriculum could be enhanced through certain projects or children's exposure to a particular prepackaged or activity-based curriculum in participating programs. Boston Public Schools has begun this process by hosting a training called Bridging the Gap that oriented afterschool staff to the district's approach to instruction, and suggested ways it could be reinforced during out-of-school time. We stress our belief that sharing of information should occur as a give-and-take, motivated by the recognition that both parties gain when the channels of communication are opened, rather than as an invitation to schools to usurp the enrichment components of afterschool programs. The ES can facilitate the reciprocal flow of information and planning because of his or her role outside both schools and afterschools.

Afterschool Resource Clearinghouses

We recommend the establishment of neighborhood-based resource clearinghouses. These centers would serve as a base for ESs and as physical repositories of afterschool curriculum ideas and samples, school standards, local resources, and other sources to aid programs in improving learning in afterschool. Such centers would facilitate centralization of professional development around learning and could provide assistance in bridging and standards-aligned curriculum development for afterschool personnel and teachers, especially those who work in afterschool programs.

In respect to bridging, the centers would serve as a crucial home for a catalogue of sample bridging practices. Setting out the variety of means currently used to connect afterschool and school would provide local afterschool educators with an important resource and the field with an invaluable comprehensive understanding of the bridging challenges programs face and creative solutions. Darlene Currie points out that to improve learning in programs we need to seek out "best ingredients of success" rather than only focus on model programs, "because no one program gets everything right" (personal communication, October 12, 2001). By providing not only trainings and compendiums of practices and resources, but also sample tools for bridging, such as teacher and parent surveys, the clearinghouses could further aid programs' bridging efforts. Rather than each program needing to reinvent practices and forms, they could share the events and methods that have served them well through these centralized resource centers.

Such neighborhood clearinghouses would ease the demands made on both programs and schools and further promote bridging across programs. In addition to funding the establishment of these centers, considerable investment should be made to support their livelihood by widely marketing their existence and usefulness to schools and afterschools, thereby also insuring that the training, information, and bridging resources they offer are fully utilized. The main person coordinating the resource center can be the ES, aided by volunteers. In addition, the centers should incorporate computer equipment that allows for networking between centers and communicating with schools and programs. We recommend that the Partnership pilot at least four centers with the possibility of expanding to
one for each Boston school clusters if the pilots are successful.

The tendency might well be to create one centralized Boston resource center that also houses educational specialists and other consultants. We support the creation of a central office that helps coordinate all of the activities. It will be useful for some very expensive resources to be at a central location and for the ES to have a meeting space for ongoing coordination. But we strongly believe that the majority of resources and personnel should function on the neighborhood/cluster level for the reason mentioned above.

Small Innovation Grants for Schools and Afterschools

This particular recommendation stems from concerns raised by the recent change in the 21st Century Community Learning Center grant-making system. We believe it is crucial that schools and CBOs continue down the path of collaboration upon which many have embarked. Some of the most exciting models we have witnessed in our research involved school-CBO partnerships. It would be a shame to see such innovation stymied by a lack of funding incentives for schools and CBOs to work closely together. Jennifer Davis (personal communication, December 15, 2001) makes a strong argument that bridging "is not just an issue of individuals schools or programs" but that it needs to be addressed systemically, with policies that create incentives and resources for collaboration. Judy Caplan of the North Central Regional Laboratory told us of such an initiative in Chicago that gives $1500 grants to teachers to conceive of afterschool projects that could support their curriculum (personal communication, June 25, 2002). Dishon Mills of Boston Public Schools suggested that 'cross-fertilization' grants, which foster teachers and afterschool personnel collaboration in curriculum planning, are another important way such bridging could be encouraged systemically (personal communication, June 25, 2002). In addition, issues of space sharing, transportation, and training cannot be left just to the initiative of partners, but require a new set of policies. We recommend that funders allot significant resources to expanding productive bridging practices and collaborative efforts between schools and communities through a small grants program. A small grants program, with grants ranging from $3,000 to $15,000, will infuse creativity and innovation that may then be translated into large-scale systems changes.

Large Network Grants for Afterschool Programs

September 2002 marks the start of the Harvard After-School Initiative's (member of Boston's After-School for All Partnership) Bridging Initiative. The initiative joins together nine afterschool programs to enhance bridging between school, afterschool, and families, share practices, and expand learning opportunities. Funded by the Harvard After-School Intiative (HASI) and spearheaded by PAER in collaboration with Phillips Brooks House and the Harvard Children's Initiative, and driven by the interests and needs of the community, this will be the first bridging network in the nation, and we

believe it will provide a model for future collaborative networks. HASI's initiative has recruited approximately ten programs from Allston-Brighton, Fenway, and Mission Hill, which represent a range of grade levels (including one high school) and are committed to improving their current bridging practices. Each participating program will receive up to $60,000 over two years to be used for an Educational Specialist/Coordinator. A second network will be instituted next year with mentorship opportunities for programs in the first cohort. We recommend that the Partnership expand these efforts and evaluate them closely. To do so, funding for technical assistance and coordination has to be set aside.

We further recommend that the Partnership support the School Sites Initiative to the degree that it can thrive beyond the first year of funding now available. This initiative is a way to enhance the work of CBOs and their providers in schools, making it by definition an enhanced bridging initiative. We recommend that the circle of providers involved be expanded next year to avoid the appearance of exclusion. Also, the focus should be not only on programs that can rapidly expand, but also on those that have the potential to become leaders in school-based learning.

Overall, we believe that the provision of larger networking grants such as the two mentioned above are crucial to courting innovation in bridging and improving children's learning outcomes. Both of these initiatives represent steps toward lasting changes in infrastructure. They will have to be supplemented by policy changes at the state and local levels.

Workshops for Principals and CBOs (and Inter-Institutional Collaborations)

PAER's collaboration with the Principal's Center and TASC in New York City has proven that training and workshops can contribute dramatically to bridging. We have been encouraged by the possibilities for partnership between schools and afterschools by our two-year collaboration with the George Soros-initiated Afterschool Corporation (TASC) in New York City (Chairman of the Board: Herb Sturz; President: Lucy Friedman), where we developed training workshops and conferences for school principals who host afterschool programs in their buildings.[4] In the first year of our efforts, many principals tended to demonstrate one of two basic attitudes toward the afterschool programs that they managed jointly with community-based

[4] *This collaboration also included the Principal's Center at Harvard Graduate School of Education.*

organizations (CBOs). One group conceived of their programs as an extension of the school day, despite their partnership with community-based organizations. The other group adopted an attitude of benign neglect toward the programs. The principals in the first group commonly used a language of control, and saw themselves as overseers and caretakers of programs that represented to them a serious responsibility (a common remark we heard was, "I am in charge of everything in my building!"). The principals in the second group shared the basic assumptions of those in the first group even while remaining aloof. After the second year of convening, however, we witnessed a dramatic change in attitude. A growing number of principals now spoke of a collaborative effort with the afterschool director, describing regular meetings, systemic collaboration, and the development of mutual trust and shared goals inspired by a vision of schools, community based organizations and cultural institutions working together. Issues of power, control, and responsibility were subsumed by excitement about a collaborative effort some principals described as a "marriage." In the third year of the trainings (2002), the language of collaboration has shifted again. This time the themes were integration and two-way change of learning during the school day and after school. Principals used the term "seamless," not to convey that the afterschool programs should reflect the school day, but that the flow from each to the other should be continuous and bi-directional.

These shifts in the attitude of principals and their ways of conceptualizing the work of afterschool programs illustrates the differences among types of programs in our model, and clearly shows how improvements in bridging can be supported by convening leaders and providing training. We therefore recommend ongoing meetings with principals in Boston, Cambridge, and other communities nationwide looking to strengthen bridging. Rather than demanding that afterschool should take on school practices, we emphasize training for both program leaders and school leaders and efforts from both sides to make bridging successful.

Efforts should not be made solely in the area of workshops and training, but should also involve organizational shifts by which school leaders invite afterschool leaders into the academic management and decision-making system. In many schools, appointing the afterschool director to the school leadership team represents a significant turning point in the school/after-school relationship. Ultimately, we recommend that all BPS principals

engage in this practice (assuming the school houses a significant afterschool program). As a means to this end, the Partnership could recommend to the BPS superintendent setting a goal for school leadership teams to include afterschool directors of programs housed in schools and even of community-based programs that serve a significant number of a school's students. For such inter-institutional collaborations to work, resources and communication must constantly flow both ways in order to ensure that organizational inclusion proves productive for all parties. Similarly, afterschool staff and leaders require training and supervision/consultation if they are to function productively in the school and become partners of teachers and administrators.

Research and Evaluation

Careful research should be conducted to compare the outcomes of different forms of bridging. Ideally, the choices made in afterschool programming of whether and how to bridge to schools should be based on data drawn from comparative studies, rather than on instinct, belief, or ideology. As to how to conduct this research, the interviewees with whom we spoke about evaluation tended to argue for both qualitative and quantitative methods. In addition to following easily traceable outcomes, such as attendance, grades, test scores, etc., instruments measuring outcomes that are more specific are needed. The problem with outcomes that are easily tracked is that they are very global measures and tend not to capture the qualitative changes that children undergo during participation in a successful afterschool program. Hence, it seems advisable that in addition to quantitative tools, a fine-grained qualitative description of programs' effects could yield important insight into what outcomes are most likely to show change and for which sorts of programs.

HASI's Bridging Initiative might provide one valuable and immediate source of data. As mentioned earlier, HASI's initiative has recruited approximately ten programs from Allston-Brighton, Fenway, and Mission Hill, which represent a range of grade levels (including one high school) and are committed to improving their current bridging practices. Because their current practices also represent a fair amount of range across the bridging intensity levels reported above, and are actively seeking to improve those practices, these programs offer a ripe source of data. We are unaware of any current plans to carefully research the impact of this initiative and suggest that the Partnership consider collaborating with HASI in order to make use of this potentially rich data source. Additional data sources might be found in especially successful

programs that have a track record of productive bridging and learning. Understanding these programs through research and evaluation of the impact bridging produces at the child, program, and school levels offers longer-term benefits to both programs and the field at large. Finally, the Partnership might consider partnering with the City of Boston to fund demonstration or pilot sites where the Unified type of Bridging could be tested and evaluated before Boston makes any large-scale commitment to this extended day model.

Second Order Priorities

Helping Programs Assess Goals and Capacity

Clearly, the first step for any program seeking to improve bridging is to evaluate how the program's goals and organizational capacity align with bridging goals. A school-based or community-based program with a strong recreational focus and few academic priorities likely will have less need to confer with teachers about achievement issues than a school-based extended day program. Similarly, a program staffed primarily by volunteers may not possess the capacity to both collect information from teachers and convert it into meaningful program content. Given the time and resource constraints programs generally face, no program director should make elaborate efforts to reach out just for the sake of doing so. Programs should engage in bridging with purposefulness and logic, apportioning their effort and methods to their mission. While programs can undertake such an assessment independently, this is an area where someone with specialized knowledge, such as an Education Specialist, can be of extraordinary assistance in helping programs avoid pitfalls other programs have already circumnavigated.

Professional Development

Afterschool practitioners generally benefit from training designed to enhance their knowledge of school curricula, homework, and testing requirements. Many agencies have begun to conduct trainings that help programs articulate and plan the learning content of activities in terms of statewide standards. We encourage continued effort in this direction.

At a minimum, afterschool programs should require school participation as part of initial orientation and training. Such visits give staff invaluable insight into the environment in which their children spend the early part of their day, and reinforce both in perception and reality the role of afterschool in

promoting academic achievement. Besides bringing the program into the school, the school should also be brought into the program, as appropriate. Teachers and administrators should be invited not only to open houses and culminating events at the program, but also to visit and join in during daily operations. Tom Regan, Director of Afterschool Programs at the Jackson Mann Community Center and other sites in Allston-Brighton, favors hiring school-day paraprofessionals as afterschool staff because of their ready knowledge of children, teachers, and school curriculum (personal communication, October 4, 2001). When school faculty is invited into the afterschool context as visitors or regular participants they have the opportunity to see how children play and perform in a different setting.

We further believe a parallel set of trainings is required for teachers, specifically about youth development and teaching techniques in the out-of-school hours. We should not presume that teachers naturally know how to function in the afterschool setting, even if the program occurs in the same building. If school-day teachers are to work in afterschool, they need training and ongoing support in order to be able to cultivate what is different and indeed best about afterschool teaching, including working with children in smaller groups, managing behavior in new ways, trying different curricular approaches, and building relationships with children that do not center on academics. Schools of Education should set up as a priority exposing pre-service teachers to afterschool programs so that they are poised to participate in these programs effectively. Also, school administrators may require training to develop their skills in collaborating with afterschool personnel and directors.

Although this recommendation appears as a second order one, it is of crucial importance to successful bridging. In fact, in detailing our first order recommendations, we note professional development as key aspects of Afterschool Education Specialists and Resource Clearinghouses. Since the BPS is actively involved in professional development around bridging, the financial contribution of the Partnership is less pressing.

Funding for Afterschool Staff Presence in Schools

We recommend strongly that funds be made available to foster an afterschool staff presence in schools during the school day. Rather than focusing on collaboration solely at the leadership level, we advocate collaboration at a teacher and staff level as well. Adriana de Kanter gave voice to these concerns when she argued that afterschool personnel really need "to get to know what takes place during the school year," especially in terms of curriculum, so that they are better able to support learning by developing meaningful and integrated hands-on activities, field trips, etc., that enrich school day learning (personal communication, November 15, 2001). Having staff observe and assist in classrooms during the regular school day will also give them a better sense of school practices and the challenges their youth face during the day. Such a presence will facilitate transition from school to afterschool time, and will have the added benefit of bringing a youth development perspective into the classroom and an academic perspective into the afterschool program.

It is essential for the success of bridging efforts to set up ongoing training and convene discussions between afterschool staff and teachers. Collaboration requires systematic and compensated support, which most programs will not be able to afford without outside funding. It is also important to fund sites willing to serve as demonstration and training centers. This type of hands-on training, which includes site-based observations, will prove an essential complement to ongoing workshops and seminars.

Building Curricular Bridges through Homework

One of the simplest ways that programs can begin both Interpersonal and Curricular bridging is by communicating with schools around homework. Since homework is commonly part of afterschool schedules and yet is usually dreaded by staff and children alike, we suggest that breaking out of the role of passive recipient is important not only to bridging, but also to maintaining the qualities that make learning in afterschool different and special. This change can be effected in two ways: by communicating with schools and by enriching homework.

Communication

If children in a program regularly experience difficulty with homework assignments, or cannot complete them in a developmentally appropriate span of time, or both, programs can do the child a tremendous service by passing that information on to teachers (and parents!). Ideally, this information sharing would begin a dialogue among children's caregivers (parents, school teachers, afterschool personnel) about the purposes of homework and how struggling students might be supported by all three types of caregivers, through teachers modifying assignments, parents providing additional dedicated homework time, and programs recruiting tutors for more concentrated one-on-one help. As afterschool programs organize and create sophisticated networks incorporating parents and school staff, they will become more able to provide excellent feedback not only to individual teachers or schools, but also to district school departments to assist with homework practices and policies. The positive potential for afterschool programs individually or collectively here is immense. Indeed, programs and staff can help give a voice to parents, who often feel isolated and disempowered in relation to the educational process, something all the more important for immigrant students whose parents are in no position to help them with their homework (Suarez-Orozco, personal communication, 2001).

Enrichment

Enriching homework content through program curricular activities is a second way of bridging to schools and making the experience more meaningful and rewarding. Rather than simply helping children to perform homework assignments, afterschool staff should be empowered to develop enriched curricula activities that meet the same learning goals as homework. For example, creative learning exploration using a science kit tied to the school curriculum could substitute for certain kinds of science homework. Children value the hands-on, experiential approach to education in afterschool, and finding a way to apply that approach to homework would make children (and staff) much more eager participants. If program staff are communicating with school teachers, the experiences of enriching homework content may even have the effect of encouraging teachers and schools to devise new homework practices that support and build on the strengths of afterschool settings.

Conclusion

The emerging field of afterschool programming opens up exciting possibilities for educators. We believe that afterschool programs are not only capable of contributing greatly to the education of our children in appropriate and successful ways, but that such programs also find themselves in an ideal position to richly and fully engage the participation of children, youth, and families. Afterschool programs have the potential to allow students to define the goals of their own learning, as well as to help them meaningfully connect learning experiences to the social context of their families and communities. As we pointed out in the Introduction, afterschool programs also offer an ideal means of bridging gaps between parents and schools, schools and children, and schools and the wider community in order to overcome the fragmentation of children's multiple worlds.

At the same time, we acknowledge that the expectations for quality are being raised, and yet the inadequate compensation and rampant turnover in the afterschool field continue to undermine valuable efforts. Afterschool staff must be professionalized and receive salaries commensurate with the important work they do. More than one interviewee we spoke with worried that the afterschool field was underestimating the difficulty of academic remediation and overestimating the capacities of an underpaid, un-credentialed workforce. Furthermore, most programs work in near isolation from one another, making it near impossible to share lessons learned, resources found, etc. Thus, the very infrastructure of the afterschool field limits its efficacy in bridging children's worlds. It was in large part these concerns, as well as the Partnership's directive to recommend a systems approach to our topic, that led to our recommendations. Our emphasis on the need for Afterschool Education Specialists and Resource Clearinghouses stems from our conviction that the myriad of programs cannot take on bridging alone. We suggest that these recommendations be implemented in four neighborhoods of Boston rather than centrally in downtown Boston for two reasons. First, we believe positioning these resources in Boston neighborhoods will make them both more visible and accessible to afterschools and schools, thereby making bridging more possible and effective. Secondarily, there are a number of already existing centralized curriculum resources in Boston – such as the teacher resource centers at the Boston Children's Museum, the Museum of Science, and the New England Aquarium – that are underutilized by after-

school programs, partly because of their remoteness from many Boston neighborhoods and also partly because their existence might not be advertised sufficiently to programs. Of course, a centralized structure is important nonetheless, however the ES and many of the resources should be neighborhood or cluster-based.

This report has grappled with some of the crucial challenges to bridging afterschool and school to improve children's learning, and offered recommendations for practices, policies, and further research. As we proceeded in our examination of bridging, we were constantly reminded of the complexity of the tasks at hand. We are still a long way from crystallizing the field through careful definitions and frameworks, evolved model programs and projects, and detailed longitudinal research, but this report represents a step into a more refined and integrated exchange of ideas and research.

In order to succeed, afterschool programs require an infusion of technical assistance, collaboration, and funding that will help to create infrastructures. At the moment, it is particularly important that afterschool programs build on their strengths, rather than dwelling upon deficiencies or problems. We stress the fact that not everything can be done at once, yet small steps will produce large results.

Although we hold great hopes for the burgeoning field of afterschool education, we would be remiss if we did not close with a note of caution. Those who work in the afterschool field know from experience that afterschool impacts children in ways both great and small. Afterschool programs that run the gamut from exclusively academic to exclusively recreational can succeed and fail for reasons that have only partially to do with their bridging, homework practices, and curricula. Rather, the success or failure of programs has everything to do with the extent to which they create buy-in from youth through engaging programming and perhaps most importantly through respectful, reciprocal relationships.

Given the rapidly accelerating pace of afterschool education as a serious area of study, we are in a great position to bring creativity, exploration and informed practice into all aspects of afterschool learning. By answering the essential questions confronting us in our attempt to define the best possible use of out-of-school time, we will find that we have simultaneously enlarged the school reform debate. Afterschool programming has the potential to raise

the achievement level of all participating children and youth, while creating the foundations for lifelong curiosity and experimentation with knowledge. We regard afterschool environments as flexible, intermediary spaces capable of supporting rich learning experiences and of connecting the many worlds of children.

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Appendix

List of Interviews

Table 3. *Names and affiliations of interviewees and dates they were interviewed.*

NAME	POSITION	ORGANIZATION	CITY, STATE	DATE
Jenny Atkinson	Senior Director Education and the Arts	Boys and Girls Clubs of America	Atlanta, GA	August 1, 2001
Tina Blythe	Project Manager	Harvard Project Zero	Cambridge, MA	October 10, 2001
Juli Brownrigg	Kits Manager	Children's Museum	Boston, MA	September 19, 2001
Judy Caplan	Senior Program Associate	North Central Regional Educational Laboratory	Naperville, IL	June 25, 2002
An-Me Chung	Senior Programs Officer	Charles Stewart Mott Foundation	Flint, MI	November 21, 2001
Darlene Currie	After School Intermediary	Center for Collaborative Solutions	Sacramento, CA	October 12, 2001
Bobbi D'Allesandro	Superintendent	Cambridge Public Schools	Cambridge, MA	January 14, 2002
Alex Danesco	Associate Director	West End House Boys & Girls Club	Allston-Brighton, MA	October 15, 2001
Adriana de Kanter	Education Program Specialist	Office of Elementary and Secondary Education, Department of Education	Washington DC	November 15, 2001
Sister Mary Duke	Principal	Our Lady of the Presentation School	Boston, MA	October 18, 2001
Matthew Farley	Interim Director	Harvard GEAR UP	Boston, MA	July 11, 2001
Andria Fletcher	After School Intermediary	Center for Collaborative Solutions	Sacramento, CA	October 24, 2001
Tim Garvin	Vice President & Executive Director	YMCA	Boston, MA	May 21, 2002
Varsha Ghosh	Director of Programs	Phillips Brooks House Association	Cambridge, MA	May 28, 2002
Marta Gradler	Program Manager	Parents United for Child Care	Boston, MA	June 13, 2002
Bob Healy	City Manager	City of Cambridge	Cambridge, MA	February 5, 2002
Erica Herman	Director	Gardner Extended Services School	Allston-Brighton, MA	December 5, 2001
Jill Herold	Executive Director	Cambridge Department of Human Services Programs	Cambridge, MA	January 22, 2002

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NAME	POSITION	ORGANIZATION	CITY, STATE	DATE
Lenora Jennings	Director	Student Achievement and Accountability	Cambridge, MA	January 22, 2002
Ben Kirshner	Doctoral Candidate	Cooperative Research in Education, Stanford University	Stanford, CA	December 18, 2001
Kitty Kramer	School Age Childcare Manager	Cambridge Department of Human Services	Cambridge, MA	September 12, 2001
David Maher	City Councilor	City of Cambridge	Cambridge, MA	January 22, 2002
Dishon Mills	After School Programs Coordinator	Boston Public Schools	Boston, MA	June 25, 2002
Stephanie Mines	Site Coordinator	Fenway Afterschool Care Program	Fenway, MA	November 29, 2001
Terri Mulks	Director of Child Care Programs	Oak Square YMCA	Allston-Brighton, MA	October 15, 2001
Pilar O'Cadiz	Executive Director	Collaborative After School Project, University of California	Irvine, CA	August 14, 2001
Pam Oglatree	Program Officer BELL	Foundation and Basics Tutorial at Jackson Mann	Allston-Brighton, MA	October 10, 2001
Sam Piha	Director	San Francisco Beacon School Initiative	San Francisco, CA	January 10, 2002
Kristen Pineo	Education Director	West End House Boys & Girls Club	Allston-Brighton, MA	October 15, 2001
Tim Porter	Natural Science Developer	Children's Museum	Boston, MA	September 19, 2001
Leonardo T. Radomile	Executive Director	Renaissance Learning Program	Lexington, KY	July 13, 2001
Kenneth Reeves	City Councilor	City of Cambridge	Cambridge, MA	February 5, 2002
Tom Regan	Director of Afterschool	Jackson Mann Community Center	Allston-Brighton, MA	October 4, 2001
Elizabeth Reisner	Principal	Policy Studies Associates	Washington DC	October 25, 2001
Susan Richards Scott	Coordinator	Cambridge Agenda for Children	Cambridge, MA	July 17, 2001
Joel Rubin	Teacher Resource Center Director	New England Aquarium	Boston, MA	August 30, 2001
Steve Seidel	Director	Harvard Project Zero	Cambridge, MA	October 10, 2001
Eve Shapiro	Site Coordinator Hamilton	Afterschool at Jackson Mann Community Center	Allston-Brighton, MA	October 4, 2001

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NAME	POSITION	ORGANIZATION	CITY, STATE	DATE
Christine Shonhart	Children's Librarian	Allston-Brighton Library	Allston-Brighton, MA	October 26, 2001
Sister Helen Sullivan	Education Director	Jackson Mann Community Center	Allston-Brighton, MA	August 16, 2001
Carlos Swaby	Program Director Rainbow	Reading and Math Madison Park	Mission Hill, MA	October 10, 2001
Maria Tampesta-Rios	Director	Fanuiel Afterschool Program	Allston-Brighton, MA	October 18, 2001
Alice Turkel	Member	Cambridge School Committee and Kids' Council	Cambridge, MA	January 23, 2002
Leigh Van Dyken	RALLY Coordinator	Taft Middle School RALLY Program	Allston-Brighton, MA	July 5, 2001
Michael Ware	Director Mission Hill	Community Centers, Tobin School Age Child Care	Mission Hill, MA	October 22, 2001
Laura Warner	RALLY Coordinator	Taft Middle School RALLY Program	Allston-Brighton, MA	July 5, 2001
Robert Weinstein	Deputy Director of Training and Technical Assistance	The After-School Corporation	New York, NY	August 8, 2001
Richard Weissbourd	Lecturer on Education / Co-founder Harvard	Graduate School of Education / ReadBoston	Cambridge, MA	June 24, 2002
Laura Wolhafe	Curriculum Development Specialist	Foundations, Inc.	Mount Laurel, NJ	October 19, 2001
Marinell Yoders	Program Officer	Boston 2:00-to-6:00 After-School Initiative	Boston, MA	August 16, 2001

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Additional Discussions that Have Influenced the Content of this Paper:

Members of Learning Goal Working Group of Boston's After-School for All Partnership

Expanding Youth Horizons' Making It Real: Learning in Out-of-School Time Conference, Bridging Focus Group, June 5, 2002

Anthony Appiah, Harvard University

Susanna Barry, Program in Afterschool Education and Research

Millie Blackman, Principal Center, Harvard Graduate School of Education

Jane Corlette, Harvard University

Imma deStephanis, Harvard Children's Initiative

Jacquelynne S. Eccles, University of Michigan at Ann Arbor, MI

Elaine Fersh and Andrew Bundy, Community Matters, Watertown MA and Providence RI

Jose Figueriedo, Charles G. Harrington School, Cambridge MA

Kurt Fischer, Harvard Graduate School of Education

Lucy Friedman, The After School Corporation, New York City, NY

Christopher Gabrieli, Mass 2020, chair Boston's After-School for All Partnership, Boston MA

Greater Boston Interfaith Organization, Education Committee, Boston MA

Ron and Cyndie Haan, Haan Foundation for Children, San Francisco, CA

Dr. Hanscom, Grover Cleveland Middle School, Dorchester MA

Carrie Hickie, Taft Middle School, Allston-Brighton MA

Robert Halpern, Erikson Institute for Graduate Study in Child Development, Chicago, IL

Robert Kargman, Boston Land Company, Boston MA

Judith Kidd, Phillips Brooks House, Harvard University

Timothy Knowles, Boston Public Schools, Boston MA

Paige Lewin, Harvard University Office of Government, Community and Public Affairs

Kevin McCluskey, Harvard University Office of Government, Community and Public Affairs

Debra McLaughlin, Boston's After-School for All Partnership, Boston MA

Milbrey McLaughlin, Stanford University, Stanford CA

Joel Monell, Harvard Graduate School of Education

Pedro Noguera, Harvard Graduate School of Education

Tony Nunez, Harrington Extended Day Program, Cambridge MA

Judith Palfrey, Harvard Children's Initiative

Sophia Piexoto, Harrington Extended Day Program, Cambridge MA

Jodi Rosenbaum, Research Assistant, Program in Afterschool Education and Research, Cambridge, MA

Ellen Semenoff, Cambridge Department of Human Service Programs, Cambridge MA

Eric Schwarz and Ned Rimer, Citizen Schools, Boston MA

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David Shapps, Developmental Studies Center, Oakland CA

Herb Sturz, Open Society Institute, New York City, NY

Kathleen Traphagen, Boston 2:00-to-6:00 After-School Initiative, Boston MA

Lisa Wahl, Research Assistant, Program in Afterschool Education and Research, Cambridge, MA

Heather Weiss, Harvard Family Research Project

Daniel Wilson, Project Zero, Harvard University

Julius Wilson, Harvard Kennedy School of Government

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Boston's After-School for All Partnership

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New Profit Inc.
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